

ABSTRACT

The thesis deals with the issue of parents' access to school assessment. The theoretical part is focused on basic concepts such as assessment, its form and function and the possibility of objectivity; further outlines the relationship between family and school, their cooperation and the importance of evaluation in the family and in the society. The focus of this thesis is qualitative research, whose goal was to reveal through semi-structured interviews how parents perceive the school evaluation at the primary school. Emphasis is placed on the importance and the meaning that parents attach to evaluation of what they represent the due date and how school evaluation affects their relationship with their children and the school. Based on the research, it was found that the attitude of parents towards evaluation is very ambivalent, driven mainly predominant social discourse, own image of a child and satisfaction with the school and teacher.

KEYWORDS

assessment, family, relationship between the family and school, the child's potential, parent-child relationship